



Liberty Elementary

SCHOOL IMPROVEMENT PLAN
2022-2023
Revised 8-2022

School Principal: Dr. Connie Yearwood

System Superintendent: Dr. Connie Franklin

	Signature	Approval Date
Principal	Dr. Connie Yearwood	
School Governance Chairperson / Co-Chairperson	Dr. Connie Yearwood Ms. Meghan King	
Federal Programs Coordinator	Ms. Darla Harbin	



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Director of Curriculum	Ms. Brent Tuck	
Superintendent	Dr. Connie Franklin	

Goal 1: Literacy

During the 2022-23 school year, LES will work to improve students' phonological awareness and foundational literacy skills. By May 2023, 50% of first grade students will be proficient in reading as measured by STAR Reading and Benchmark Assessments.

During the 2022-23 school year, LES will work to improve students' phonological awareness and foundational literacy skills. By May 2023, 60% of second grade students will be proficient in reading as measured by STAR Reading and Benchmark Assessments.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Phonics and Phonemic Awareness Screening, Data Analysis, and Implementation of core tier 1 phonics / phonemic awareness instruction	Connie Yearwood, Carla Smith, Charity roberts, RESA/GLRS, Team Leaders	Pre-Planning - Semester 1, 2022-23 school year	1. Meet with Dr. Roberts prior to school start to establish plan for screening. 2. Meet with Dr. Roberts and Leadership Team during pre-planning for screener training and plan development. 3. Screen all students 4. Meet with Dr. Roberts to analyze data and develop Tier 1 plan	Students' increase in phonics and phonemic awareness skills will be reflected in screeners, progress in Guided Reading levels, and increased proficiency on the STAR Reading assessment.	Heggerty Resources CORE Phonics Materials Resources provided by Dr. Charity Roberts (including tier 1 and intervention



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			5 follow up screening to monitor students' growth and closure of skill gaps		resources)
All classroom teachers will participate in Professional Learning for the Guided Reading framework and for implementing F & P Guided Reading resources with fidelity. Teachers will learn to benchmark students, establish reading groups, teach reading through the guided reading approach, assess for instructional planning (running / reading records) and student progression through leveled readers	Connie Yearwood, Carla Smith, Rhonda Hayes, RESA.	2022-23 school year	<ol style="list-style-type: none"> 1. Ms. Smith will provide PL in standards integration (reading, writing, science, social studies) when using F & P Guided Reading Resources with fidelity 2. Rhonda Hayes will provide PL in the Guided Reading framework and for implementing F & P Guided Reading resources with fidelity. 3. Administration will monitor implementation during informal and formal observations. 4. Lesson plans / Guided Reading data binders will reflect best practice 	Teachers' increased professional knowledge about implementation of the Guided Reading framework will be reflected in students' progress in Guided Reading levels and in students' Increased proficiency on the STAR Reading assessment.	GSE F & P Guided Reading Resources
All classroom teachers will participate in Professional Learning in implementation of the Shared Reading and Interactive Read Aloud frameworks and how to implement the F & P resources for these components with fidelity	Connie Yearwood, Carla Smith	2022-23 school year	<ol style="list-style-type: none"> 1. Teachers will participate in on demand professional learning sessions using F & P online resources during grade level and/or teacher work days. 2. Administration will model and coach 3. Administration will monitor implementation of SRA and IRA resources during informal and formal observations. 4. Lesson plans and instruction will reflect best practice strategies and resource implementation. 	Teachers' increased professional knowledge about implementation of the Shared Reading and Interactive Read Aloud frameworks will be reflected in students' progress in writing (responding to literature and genre writing), progression in Guided Reading levels and in students' Increased proficiency on the STAR Reading assessment.	Webinars, On-demand professional learning, F & P online resources, Shared Reading resources, Interactive Read Aloud resources

Actions to create a Supportive Learning Environment for accelerated or academically struggling students

- Students who progress at a slower rate than their peers will be provided differentiated instruction. Students who don't respond to differentiated instruction will be identified as needing more support through the MTSS process; weaknesses will be identified and specific strategies for meeting deficiencies will be implemented.

Professional Capacity building to support the above goal and action steps

- Professional learning provided by RESA consultants, on-demand webinars, modeling, and coaching.



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Goal 2: Math

During the 2022-23 school year, LES will work to improve students' math skills. By May 2023, 60% of first grade students will be proficient in math as measured by STAR Math and fact fluency assessments.

During the 2022-23 school year, LES will work to improve students' math skills. By May 2023, 50% of 2nd grade students will be proficient in reading as measured by STAR Math and fact fluency assessments.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
All classroom teachers will participate in on-demand professional learning for implementing Eureka Math resources for teaching GSE Math.	Connie Yearwood, Carla Smith, Math Team Leaders.	2022-23 school year	1. Teachers will participate in webinars and implement new learning into practice 2. Administration will model and coach 3. Administration will monitor implementation of Eureka Math resources and GSE during informal and formal observations. 4. Lesson plans and instruction will reflect best practice strategies and resource implementation.	Teachers' increased professional knowledge about implementation of Eureka Math resources will be reflected in students' Increased math fact fluency and increased proficiency on the STAR Math assessment.	Webinars Eureka Math curriculum GSE



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Actions to create a Supportive Learning Environment for accelerated or academically struggling students

- Students who progress at a slower rate than their peers will be provided differentiated instruction. Students who don't respond to differentiated instruction will be identified as needing more support through the MTSS process; weaknesses will be identified and specific strategies for meeting deficiencies will be implemented.

Professional Capacity building to support the above goal and action steps

- Professional learning via on-demand webinars, modeling, and coaching.

Goal 3: Positive Learning Environment (School Safety, Mental Health Awareness, Student Behavioral Needs)

During the 2022-23 school year, LES will work to improve school safety and culture by implementing a common code of conduct. By May 2023, there will be a 50% increase in staff members' positive perceptions related to safety, organizational effectiveness, school climate and student behavior as measured by a staff efficacy post assessment.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
During a faculty meeting, staff will complete an activity to identify core beliefs and values about school climate and culture. Outcomes will be used to formulate a common code of conduct all staff members support.	Connie Yearwood	Pre-planning (August 2022)	Agenda, Evidence of the activity, end product results in a jointly created common code of conduct.	Identification of a common code of conduct	Results from staff efficacy pre-assessment Staff activity to identify core beliefs
Consistently use the language of the common code of conduct when communicating expectations for behavior and learning.	All school staff members, students and parents.	2022-23 school year	Formative assessment to gauge staff and student use of the common code of conduct. Look for evidence of the use of the common code of conduct displayed in	Teachers and students consistently use the language of the common code of conduct. Goals for behavior and learning are rooted in the common code of	Morning news show, school signage, newsletters to parents



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			within the school Students articulate	conduct. Students will be able to articulate understanding of the common code of conduct	
Implement consistent expectations for student behavior and learning based on the code of conduct and reward desired outcomes when demonstrated by students	all school staff members, students, and parents	2022-23 school year	Ensure that expectations for learning and behavior align with the common code of conduct. Teachers will communicate with parents about how students' learning and behavior meet or fail to meet expectations set forth in the common code of conduct.	Students can articulate how their behavior and learning meets or fails to meet the expectations set forth in the common code of conduct.	student agendas, student incentives, student recognition, morning news show, social media, newspaper, community sponsors
<u>Actions to create a Supportive Learning Environment for accelerated or academically struggling students</u> <ul style="list-style-type: none"> Create a common code of conduct to improve culture and increase expectations of all students. Provide quality core instruction. Implement a MTSS for struggling learners. 					
<u>Professional Capacity building to support the above goal and action steps</u> <ul style="list-style-type: none"> Involve staff in creating the school's mission and code of conduct. 					



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Effective Leadership: Describe the school plan for:

- Creating and maintaining a school climate and culture conducive to learning.
- Cultivating and distributing leadership.
- Ensuring high quality instruction in all classrooms.
- Managing the school and its resources.
- Driving improvement efforts.

- Creating and maintaining a school climate and culture conducive to learning
 - Involve staff in developing school's mission and common code of conduct
 - Consistently use the language of the mission and code of conduct throughout the school
 - Generate a brand and display it prominently
 - Implement a morning news broadcast to consistently share expectations, recognized desired behavior, and promote a positive culture
 - Implement the following teams
 - Sunshine
 - Culture
 - Safety
- Cultivating and distributing leadership
 - Implement the following teams
 - Leadership
 - Math
 - ELA
- Ensuring high quality instruction in all classrooms



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- Administration will conduct informal and formal classroom observations and provide specific feedback to teachers
- Lesson plans, instructional practice, and resource implementation will be areas of intentional focus
- Managing the school and its resources
 - Administration will
 - consult with School Governance Team about use of Charter Funds
 - develop and manage a budget for school operation
- Driving improvement efforts
 - Administration will
 - use student achievement data when making instructional decisions
 - monitor professional learning and implementation of new learning into practice

Effective School Transitions: Describe strategies to facilitate effective transitions for students as appropriate for your school:

K-1st (Big A to Liberty Elementary);

2nd -3rd (Liberty Elementary to Toccoa Elementary);

4th -5th (Toccoa Elementary to 5th Grade Academy);

5th to Stephens County Middle School;

Stephens County Middle School to Stephens County High School;

Stephens County High School to College/Career.

2nd -3rd (Liberty Elementary to Toccoa Elementary);

We will work with Administration and Teachers at TES to share student progress toward grade level standards, student achievement data including MTSS ESOL, Gifted, and SWD data.



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Family Engagement

Family and Community Engagement

- Build the staff capacity, based on information shared by parents on the parent survey and during spring planning meetings, on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - First semester
 - Faculty Meeting: September 15 2022 @ 3:30: Review “A Parent’s Guide to Student Success 1st / 2nd Grade”
 - Staff Assignment: October 3, 2022. ‘68 Parent Involvement Ideas That Really Work’
<https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Parent%20Involvement%20Ideas.pdf>
 - Second semester
 - Faculty Meeting: January 3, 2023 @ 8:00 a.m. Review GaDOE Family-School Partnership Program; Power Tips– Building Staff Capacity Pt. 2
<https://www.youtube.com/watch?v=gwzJKwK5AK8&t=2sCommunicating with and working with parents as equal partners>
 - Staff Assignment: January 9, 2023. Article Review: ‘5 Strategies for a Successful Parent- Teacher Conference’
<https://www.edutopia.org/article/5-strategies-successful-parent-teacher-conference>
- Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement.
 - First semester
 - Open House: July 28 3-5 p.m.; July 29 11 a.m. - 1 p.m.
 - Annual Meeting Date: October 25, 2022 @ 4:30 p.m.
 - School Governance Team Meeting: August 23, 2022 @ 9:40 a.m.
 - Parent Engagement Opportunity: Supporting Literacy at Home; October 25, 2022 @ 5:00 p.m.
 - Second semester
 - Parent-Teacher Conferences: January 16-26, 2023 by appointment
 - Parent Engagement Opportunity: Support Math at Home; March 21, 2023 @ 5:00 pm
 - Student Led Conferences: April 24-27 2023 4:00-6:00 p.m.

For parents of English Learners, inform parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)
2. Achieve at high levels within a well-rounded education
3. Meet the challenging State academic standards expected of all students